



North Carolina Accountability Task Force Meeting 4

Dr. Carla Evans, Dr. Chris Brandt, & Dr. Juan D'Brot
The National Center for the Improvement of Educational Assessment

August 20, 2026
1:00 - 5:00pm
Virtual

4.1. Welcome & Meeting Overview

North Carolina Accountability Design Resource Page

Task Force Page

Bookmark the following URL:

<https://tinyurl.com/NCDPITaskForce>



Agenda

Time	Description
1:00-1:10	4.1. Welcome & Meeting Overview
1:10-2:30	4.2. Challenges with the Current System & High-Level Design Goals for the Future System
2:30-2:45	Break
2:45-3:00	4.3. Background Context to Situate Further Discussions
3:00-4:45	4.4. Returning to Aggregation
4:45-5:00	4.5. Wrap-Up & Next Steps

Outcomes

- Define Purpose and Vision of System
 - Recognize excellence in public schools
 - Identify schools in need of support to reach excellence
 - Redefine expectations of what schools should do to support students, parents, and communities
- Guide NCDPI and Work Group's Development of New System
 - Create multiple valid and reliable measures across grades K–12
 - Emphasis on readiness beyond graduation (college, career, military)
 - Recognition of growth and equality of opportunity
 - Transparent reporting for parents, educators, and communities

Task Force

Develop Theory of Action

Guide Research and Stakeholder Engagement

Review and provide feedback to indicators and system design

Guide development of final system and 'school performance profiles'

Recommend final framework to State Board of Education

Work Group (NCDPI)

Use Theory of Action to Identify Indicators and System Design

Conduct Research and Stakeholder Engagement

Develop and propose indicators and overall system design

Pilot and test indicators and models for validity and reliability

Develop 'school performance profiles'

Month	Task Force	Working Group
Feb	Meeting 1 (Feb 19): Theory of Action	
Apr	Meeting 2 (Apr 16): Feedback on Theory of Action, Design Principles, Priorities for Working Group (Indicators, Measures, System Features)	Kickoff Meeting (April 29, 10am-noon, virtual): Review Task Force Theory of Action, Design Principles, and Priorities for Working Group
May		Meeting 1 (May 13, 9am-3:30pm, in-person): Indicator Cluster 1 –Achievement, Growth, & Extended Graduation Rate
June	Meeting 3 (June 18, 2-5pm, virtual): Discuss Indicator Cluster 1 ; Priorities for aggregation methods	Meeting 2 (June 10, 1-5pm, virtual): Indicator Cluster 2 –Postsecondary Readiness, Performance in Coursework, and Access to and Enrollment in Rigorous Coursework
July		Meeting 3 (July 22, 9am-3:30pm, in-person): Indicator Cluster 3 –Engagement in Schooling, School Climate, and Non-academic Supports for Student Success
Aug	Meeting 4 (Aug. 20, 1-5pm, virtual): Discuss aggregation methods, reporting categories & school identification	Meeting 4 (Aug 12, 1-5pm, virtual): Aggregation methods
Sept	Meeting 5 (Sept 21, 9:30-3:30pm, in-person): Discuss Indicator Clusters 2-3 ; returning to growth and graduation rate	Meeting 5 (Sept 9, 1-5pm, virtual): Reporting Categories & School Identifications
Oct	Meeting 6 (Oct 15, 9:30-3:30pm, in-person): Discuss reporting categories & school identifications ; Other topics TBD	Notice the updates to the Task Force meeting schedule.
Dec	Meeting 7 (Dec 17, 2-5pm, virtual): Feedback on draft report	

Goals for Today

1. **Discuss challenges with the current system of school identification** in North Carolina.
2. **Clarify desired features of a school-identification system** and assess the degree of agreement that exists in the room.
3. **Return to aggregation approaches** (i.e., how indicators are organized, combined, or used to identify schools) by reviewing the Working Group's efforts and discussing promising practices NCDPI could explore further.

4.2. Challenges with the Current System & High-Level System Design Goals for the Future System

Supporting Low-Performing Schools in North Carolina

Trends, Support & Continuing Needs

Dr. Stacey Wilson-Norman, Chief Academic Officer, Division of Academics

Dr. Monique Felder, Deputy Chief Academic Officer, Office of District and School Support and Services

Dr. Cynthia Martin, Director, School Transformation, Office of District and School Support and Services

Alex Charles, Senior Director, Office of Federal Programs

Dr. James Popp, Assistant Director, Office of Federal Programs

Accountability Task Force | August 20, 2026

Desired Outcomes

By the end of this presentation, Task Force members will:



Examine the Landscape

Examine trends in state and federal school identification since 2015.



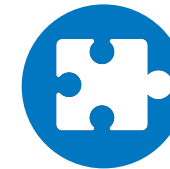
See How Support Has Evolved

Understand how NCDPI has adapted and strengthened support for schools and districts over time.



Recognize Progress & Success

Highlight evidence of improvement and successes among schools and districts receiving support.



Understand Challenges and Continuing Needs

Recognize how the impact of dual systems, scale, persistent need, varying levels of need, and capacity shape the delivery of support.



The Landscape

Understanding Identification and Need Over Time

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How has the landscape of identified schools and districts changed since 2015?

State and Federal Landscape

Two Frameworks Shape the Landscape



State Identification

Low-Performing Schools

Schools earning a **D or F School Performance Grade** and **meeting or not meeting expected growth**.

Low-Performing Districts

Districts where a majority of schools with performance grades and growth scores are identified as low-performing.

Continually Low-Performing Schools

Schools receiving State-mandated assistance and identified as low-performing for at least two of three consecutive years.



Federal Identification

Comprehensive Support & Improvement (CSI)

Identifies schools based on federal ESSA criteria, including the lowest-performing 5% of Title I schools and high schools with graduation rates below 66.7%.

Targeted Support & Improvement (TSI/ATSI)

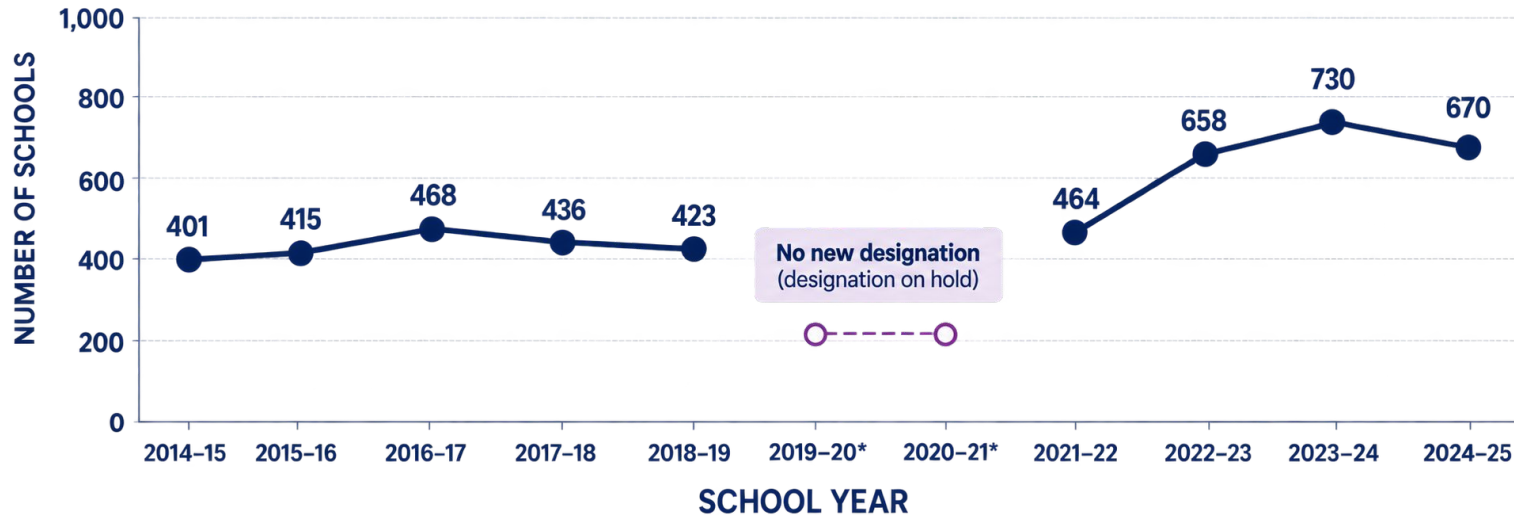
Identifies schools based on **persistent underperformance of one or more student subgroups**; North Carolina uses subgroup performance within its federal identification criteria.

State and federal frameworks identify schools for improvement and support through **different requirements and processes**.

Continually Low Performance

Continually Low-Performing School Trends Since 2014-15

Continually Low-Performing Schools | 2014-15 to 2024-25



*2019-20 and 2020-21; No new designation. Earlier years reflect “Recurring Low-Performing” terminology; current terminology is “Continually Low-Performing”

670

Traditional Schools
Continually
Low-Performing
2024-2025

50

Charter Schools
Continually
Low-Performing
2024-2025

730

Highest Identification
2023-2024

Persistent low performance represents a substantial share of the current identification landscape, highlighting the need for sustained attention over time.

Federal Identification Over Time

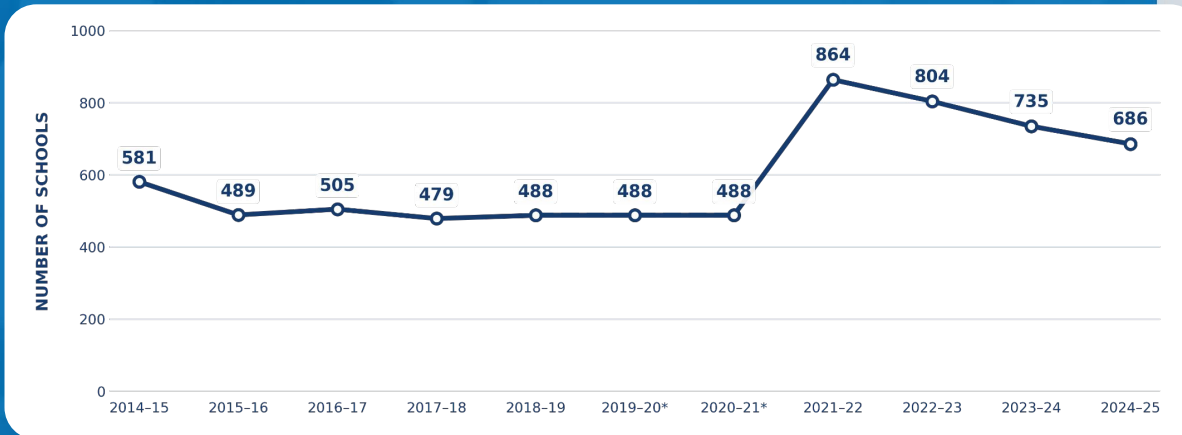
Identification Year	CSI-Additional Targeted	CSI-Low Graduation	CSI-Low Performing	Additional Targeted Support and Improvement (ATSI)	Targeted Support and Improvement - Continuously Underperforming - Annual Watch List (TSI-CU)
2018	N/A	42	72	1634	1740
2022	N/A	39	83	891	1,040
2025	68	32	123	962	450

	2025	2022
ATSI	135	
CSI	11	58

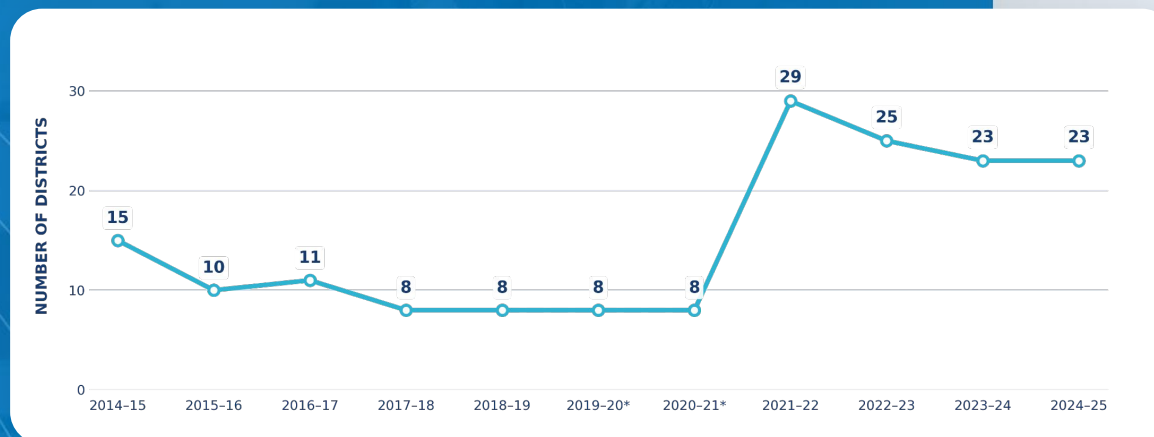
Schools
Exiting
Federal
Status

Low-Performing Schools and Districts

State Identification Trends Since 2014–15



*2019-20 and 2020-21 reflect carried-forward status; no new annual accountability identification occurred.



685

Low-Performing Schools
2024-2025

23

Low-Performing Districts
2024-2025

21%

Low-Performing Schools
Since 2021-22

864 → 685

Low-performing school identification has declined for three consecutive years following the 2021–22 peak, while hundreds of schools continue to meet the state’s identification criteria.



Reflect

What does the landscape tell us?

Discussion



839

Total - State
Identified Schools
(LP and
Continually LP)

1185

Total - Federal
Identifications
(CSI / ATSI)

617

State and Federal
Overlap

**What stands out to you about
the scale, persistence, and
overlap of school identification?**



The Evolution of Support

Responding to Changing Needs Over Time

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How has NCDPI adapted and strengthened support for schools and districts?

What Identification Means for Support



State Identification

Low-Performing Schools

Improvement Plan

Schools and districts develop plans addressing performance and growth.

Local Responsibility

Plans are developed locally, approved by local board of education, and made publicly available.

NCDPI Support

All plans are submitted to the State Board of Education and feedback is given by NCDPI.

Participation

State identification does not automatically require participation in intensive NCDPI Support.



Federal Identification

CSI, TSI, and ATSI Schools

Improvement Plan & Intervention

Federal Improvement requirements include needs assessment and evidence-based interventions (CSI/ATSI)

Monitoring & Oversight

Plans and implementation are subject to defined review and monitoring requirements.

Resources

Federal resources may be available based on designation and eligibility.

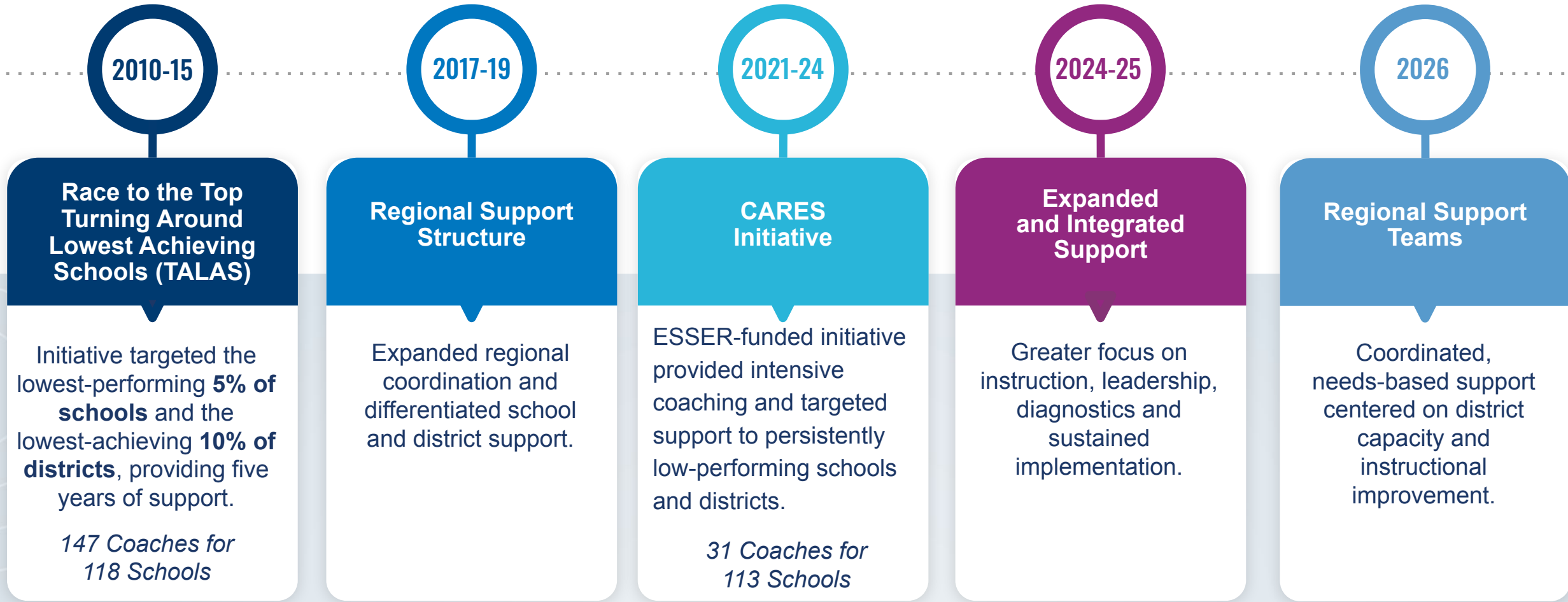
NCDPI Support

Support is structured around designation, compliance requirements, and identified need.

Identification establishes improvement responsibilities, while the requirements and intensity of support vary by designation and need.

NCDPI Support Has Evolved Over Time

Adapting structures, resources, and approaches to meet changing needs.



NCDPI has continually adapted its structures, resources, and approach in response to **changing school and district needs.**

The Approach to Support Has Evolved

Changes over time have strengthened how support is organized and delivered.



**More
Coordinated**

FROM Separate programs **TO** Coherent, cross-functional support.



**More
Standardized**

FROM Regional variation **TO** Consistent core practices, tools, and expectations statewide.



**More
Differentiated**

FROM Broad access **TO** Intensity and support matched to need.



**More
Capacity-Focused**

FROM Providing services **TO** Building local capacity to sustain improvement.

NCDPI has evolved toward a more coordinated and standardized statewide approach, while differentiating support based on need and building district capacity for sustained improvement.



Progress and Success

Building on What Is Working

22

*What does the evidence tell us
about progress and improvement?*

The Data Show Meaningful Progress

Low-Performing Schools

864 → **685**
2021-22 2024-25

179 | **21%** ↓
Fewer Low-Performing Schools
Reduction Since 2021-22

Low-Performing Districts

29 → **23**
2021-22 2024-25

Fewer districts are identified as low-performing than at the post-pandemic peak.

Sustained Support Matters

Experience over time provides important lessons about what supports improvement

Historical Experience

Intensive Investment

CARES expanded capacity for sustained coaching and direct support.

Evidence of Progress

Improvement is Possible

Schools and districts demonstrated progress during periods of intensive, coordinated support.

Lesson for Sustainability

Capacity Matters

Maintaining improvement requires strong local capacity, consistent implementation and sustained support.

Experience over time shows that intensive support can accelerate improvement, while sustaining progress requires continued capacity and consistent implementation.

Our Approach to Partnering

UNIVERSAL PARTNERSHIP <i>Least Intensive Support</i>	TARGETED PARTNERSHIP <i>Moderate Support</i>	PRIORITY PARTNERSHIP <i>Most Intensive Support</i>
All Districts and Schools	• Low-Performing (LP) Districts • Districts with Low-Performing Schools • Low-Performing At-Risk Districts (i.e., approaching >50% of LP or CLP schools) • Districts with Low-Performing At-Risk Schools • Recently Exited *<i>“Continually”</i> or Low-Performing (CLP) Districts • Districts with Recently Exited Low-Performing Schools	• *<i>“Continually”</i> Low-Performing Districts • Districts with Continually Low-Performing Schools • Districts with Schools with Dual (State & Federal) Designations • SBE Committee Districts not in categories above



* A DPI designation for districts with >50% of their schools designated as low-performing for two out of the last three years.



Challenges and Continuing Needs

Understanding What Shapes the Work Today

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What factors influence the reach, intensity, and delivery of support?

The Intersection: Dual Designations 2024-2025

Where State and Federal Identification Intersect

State Designation + Federal Designation
Low Performing + Comprehensive Support and Improvement - Low Performing (CSI-LP)
Low Performing + Comprehensive Support and Improvement - Low Graduation (CSI-LG)
Low Performing + Comprehensive Support and Improvement - Additional Targeted Support (CSI-AT)
Low Performing + Targeted Support and Improvement - Consistently Underperforming (TSI - CU)
Low Performing + Additional Targeted Support and Improvement (ATSI)
Continually Low Performing + Comprehensive Support and Improvement - Low Performing (CSI-LP)
Continually Low Performing + Comprehensive Support and Improvement - Low Graduation (CSI-LG)
Continually Low Performing + Comprehensive Support and Improvement - Additional Targeted Support (CSI-AT)
Continually Low Performing + Targeted Support and Improvement - Consistently Underperforming (TSI - CU)
Continually Low Performing + Additional Targeted Support and Improvement (ATSI)

What Challenges the Current System



State and federal systems serve **different purposes** and include **different criteria, labels, requirements, and resources**.



The number of identified schools creates an **opportunity to clarify where intensive support** can have the greatest impact.



Some **schools continue to experience persistent performance** needs despite ongoing improvement efforts.



Overlapping state and federal designations can make the overall landscape difficult to navigate.



Schools and districts **enter improvement work with varying** needs, strengths, and local capacity.



The **connection** among identification, need, capacity, and level of support could be **more clearly defined**.

Our Challenge How do we simplify the system and focus the most intensive support on the schools and districts that need it most?

Scale and Intensity of Support

Schools and districts require different levels and types of assistance.



685

Identified
Schools



23

Identified
Districts



43%

Percentage of Identified
Districts Served

Universal

Access + Awareness



Available to all
districts—regardless of
performance level
or designation.

Targeted Partnership

Guided Support



Districts/schools
identified as low-performing,
at-risk, or recently exited.

Priority Partnership

Intensive + Customized Support



Districts with schools designated
as continually low-performing,
dual state and federal
designations, or identified for the
most intensive support.



Reflect

Discussion



Considering what we have learned across the full landscape...

Identification



Need



Capacity



Support



What observations or “ahas” stand out to you?

Where do you see the greatest opportunities to simplify or strengthen the current system?

Looking Ahead

Questions to Consider as the Task Force Continues Its Work

- How might a **more unified accountability system** balance common labels with clear, meaningful reporting?
- Does **identifying the lowest-performing 5% appropriately focus attention** on schools with the most urgent needs? What other factors should be considered?
- How should North Carolina **identify districts that may need focused support**, considering both performance and capacity?
- What role should **district-level identification and support play** in building capacity and sustaining improvement across schools?
- How can North Carolina **meet federal requirements while minimizing unintended consequences** for schools, districts, families, and communities?

Questions?

Dr. Stacey Wilson-Norman, stacey.wilson-norman@dpi.nc.gov

Dr. Monique Felder, monique.felder@dpi.nc.gov

Dr. Cynthia Martin, cynthia.martin@dpi.nc.gov

Alex Charles, alex.charles@dpi.nc.gov

Dr. James Popp, james.popp@dpi.nc.gov

4.3. Background Context to Situate Further Discussions

Focus of both Task Force & Working Group Efforts

Our focus is on Big ‘A’ Accountability:

- **Big ‘A’ Accountability** refers to the state accountability system **used to identify schools most urgently in need of support and improvement.**
- This is distinct from **little ‘a’ accountability** which includes **public reporting of information about school quality, but is not used to identify schools** for support or improvement purposes.

We have said this at every meeting, but now is when “the rubber meets the road” because we are not designing the reporting system or the school performance profiles report.

Universe of data about schools and districts

Today's discussion focuses on this small subset of data that collectively signals when a school is in need of urgent support. This doesn't mean other information isn't valuable. It is simply outside the scope of the group right now.

School Identifications

Indicators and measures (quantitative data) used to identify schools most urgently in need of support or improvement.

School Performance Profiles

A range of data (Both quantitative and qualitative) that provides meaningful and relevant information on schools and districts to inform parents and the public, as well as direct, progress monitor, and evaluate school improvement and continuous improvement efforts over time.

1. The Task Force wants the accountability system to be **easy for interested parties to understand while also sufficiently comprehensive** to include a range of indicators important to school quality (e.g., simple to report, even if the underlying measures are numerous or complex). Additionally, the Task Force is interested in exploring two specific design questions: (1) whether to use one-year vs. multi-year averages of data to identify schools, and (2) whether to display results through a dashboard format vs. an indicator or aggregated score.
2. The Task Force strongly agreed that the current approach to accountability is not sufficient and **change is necessary**, even though this will make it difficult to meaningfully compare accountability results after a transition. The Task Force also emphasized that the new system should remain stable and not require changes from year-to-year.
3. The Task Force thought the new accountability system should be **mostly standardized** where all schools are measured using the same indicators and measures, **but identified some key areas where flexibility will be important** (e.g., alternative high schools; postsecondary readiness indicator). The Task force asked to see flexibility options presented along with their relevant tradeoffs.
4. The Task Force agreed that a new accountability system should **prioritize data already collected by the state, including extant data not currently used for accountability purposes**. New data collections should be minimized and pursued only when existing data cannot address new system requirements. The Task Force also recommended the state examine the range of data currently collected and see what could be eliminated to reduce the burden on districts.
5. The Task Force thought that the new accountability system should **design for exceptionality, particularly alternative high schools**. The Task Force emphasized that clear operational definitions for these schools are important to guide implementation.
6. The Task Force agreed that the new accountability system should be **designed to include not only outcome-based indicators** such as test scores and graduation rates, **but also opportunity-based indicators such as those related to access to resources and opportunities**. The Task Force also emphasized that schools should receive credit for the opportunities they provide without being penalized for gaps in access that are outside their control (e.g., schools in rural communities that lack access to advanced coursework).
7. The Task Force agreed that change is needed and that it is important to **implement a new accountability system as soon as reasonable**. The Task Force does not want to implement a system that will require changes in subsequent years so conducting impact analyses to ensure the model is working as intended will be important prior to final approval and implementation.
8. The Task Force agreed that a **hybrid system is recommended**. A hybrid system is one in which the **state and federal accountability systems overlap but the state system design reflects the unique context and needs of North Carolina schools**. The Task Force also emphasized the importance of building a system designed specifically for North Carolina rather than adapting an existing model, in part due to concerns about federal policy instability.

Reminder:

Task Force Design Principles

Questions



15-minute break



4.4. Returning to Aggregation

Background & Review of Previous Task Force Discussions

What is Aggregation

Aggregation refers to the rules used to organize, combine, or jointly interpret indicator results for purposes such as school classification, identification, and reporting. The method chosen, not just the underlying indicators, can influence which patterns of performance are emphasized and which schools are identified for support.

Why Aggregation Matters

- **How indicators are combined is important.** It affects
 - what the accountability system communicates,
 - which schools are identified for support, and
 - which patterns of performance are made more or less visible.
- **No aggregation method is neutral.** Each approach reflects tradeoffs among simplicity, transparency, fairness, reliability, and attention to priority outcomes for student groups.
- The key question is **which approach best supports North Carolina's intended purposes, claims, and policy priorities.**

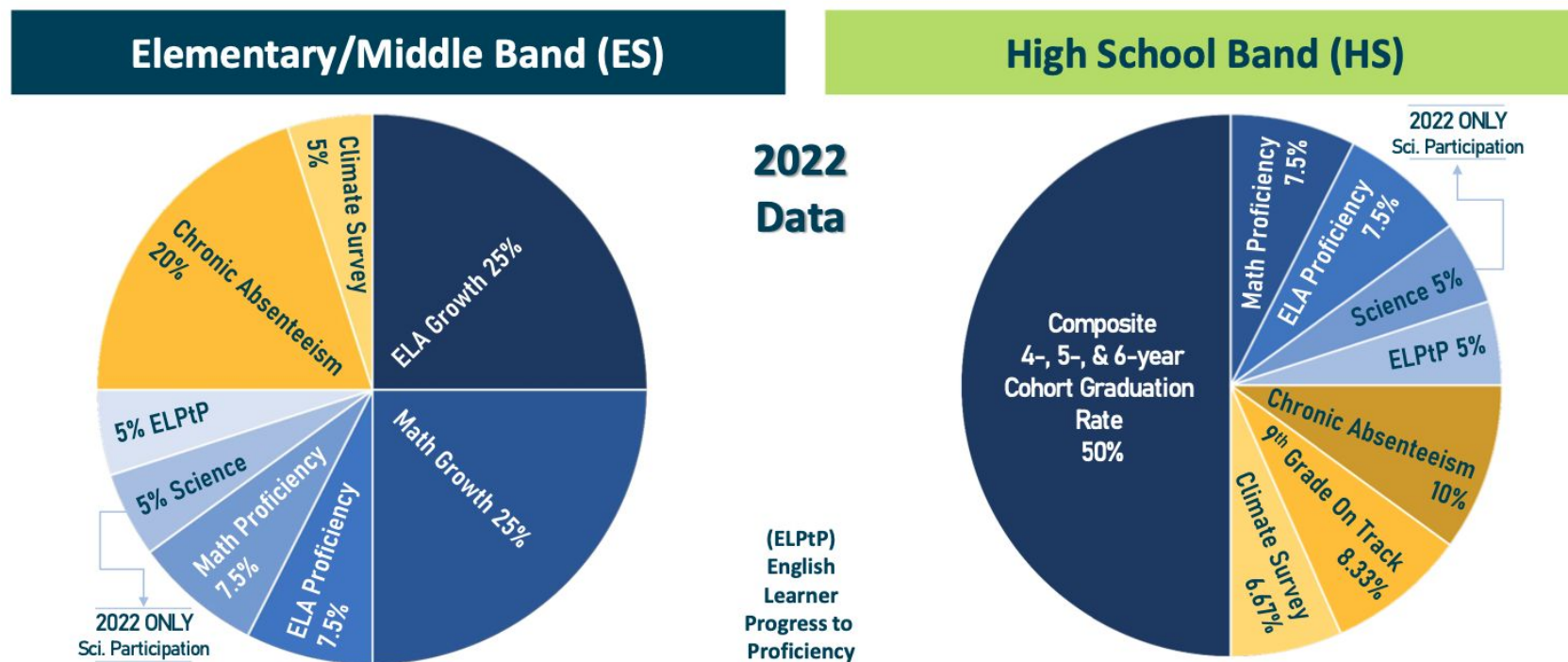
Overview of Selected Aggregation Approaches

Method	Description	Example
Compensatory (Composite Score)	Indicator results are combined so higher performance on one indicator can offset lower performance on another. You can think of this like a gradebook approach.	Index or weighted composite. The composite score can be used to give school letter grades (A-F) or ratings (1-5 stars), or just kept as an index score (e.g., out of 100 points).
Profile	Ratings or classifications are based on specified patterns or combinations of indicator performance.	Different patterns may produce different classifications even when the schools have similar total points.
Filter (a type of Profile approach)	Multi-stage approach where indicators or performance criteria are applied in stages according to specified priorities or decision rules.	Schools meeting the most intensive criteria are identified first; subsequent criteria are applied until identification requirements are met.

Compensatory Approaches

Example: Illinois Compensatory Index

- The creation of a compensatory weighted index is the most common approach for weighting indicators in ESSA accountability systems.
- Here's an example from Illinois which shows the indicators and weights.
- Notice that 5% is the lowest weight. 50% the highest.



Example: Arkansas Compensatory Index

- Weights can also be equal as shown in Arkansas where for ES/MS there are only 3 overall indicators with 900 points possible and % out of 100 is added up to X/900. Schools are given letter grades based on cut scores determined in accountability standard setting. Notice ELP is bundled under Growth.

Indicator	Elementary & Middle School (K-8)	High School (9-12)
	Description (9 total measures)	Description (9 total measures)
Achievement Are students achieving level 3 or 4 on state assessments?	% Proficient English Language Arts	% Proficient English Language Arts
	% Proficient Math	% Proficient Math
	% Proficient Science	% Proficient Science
Growth of All Students Are students achieving their individualized growth targets?	% Met Growth Target English Language Arts & ELP	% Met Growth Target English Language Arts & ELP
	% Met Growth Target Math	% Met Growth Target Math
	% Met Growth Target Science	% Met Growth Target Science
Growth of Lowest Quarter Are the students who are farthest behind growing?	% Met Growth Target English Language Arts	% Met Growth Target – ELA, Math, and Science combined
	% Met Growth Target Math	
	% Met Growth Target Science	
Success Ready Graduate Are students graduating in four years? Are students demonstrating postsecondary readiness for enlistment, enrollment, or employment?	Not included in K-8 formula	% Graduating in four year cohort
	Not included in K-8 formula	% Graduates with merit or distinction <i>*Until 2027, % graduates completing an AP, IB, CC, or H2 pathway</i>

Compensatory Pros

- **Setting weights can reflect the state's policy priorities.** For example, higher performance in one area such as **growth** can offset lower performance in another area such as **achievement** which can **reflect policy priorities** where schools with lower performing students are not systematically disadvantaged, but incentivized to continue to focus on accelerating the growth of their students.
 - In other words, continuing with this example, a compensatory approach recognizes that **schools may not control the starting achievement of their students**, but **they more directly influence their learning acceleration or growth**.
- It can be **easier to understand** than some other aggregation approaches, depending on how complicated the weighting is.

Compensatory Cons

Assigned weights may not reflect their actual contribution

- Nominal weights: the assigned or intended influence on the final scores
- Effective weights: the actual influence each indicator exerts

Why aren't these the same?

- The variance (or spread) of scores for indicators makes a big difference.
- Example: If we combine an indicator that ranges from 70-100 (e.g., graduation rates to have constrained distributions) with an indicator that ranges from 0-100, the latter will have more influence - or a greater effective weight - in the ordering of outcomes.

Profile Approaches

Example: Rhode Island Profile Rating Approach

- Profile methods define the required characteristics associated with each classification.
- Rhode Island accountability classification rules are shown below. In contrast to a compensatory approach, the same number of total points may lead to different ratings depending on how the points are earned.
- A profile approach DOES NOT need to lead to school ratings using stars, letter grades, etc.
- Rather, as you will see in the next set of examples, it can be presented as a dashboard.

School Classification Rules*							
ELA Achievement, Math Achievement, and Science Proficiency (Max. 11 points)**	Growth: ELA and Math (Max. 6 point)	English Language Proficiency (Max. 4 points)	Graduation Rate (HS Only) (Max 5 points)	Commissioner's Seal and Post-Secondary Success (Max 6 points)***	Exceeds (ELA/Math) Absenteeism (Student/Teacher) and Suspension (Max. 15 points)****	Targeted Support and Improvement: Subgroups	School Rating
9 or more points (3 or 4 points each)	4 or more points (2 or 3 points each)	3 or more points	4 or more points	5 or more points	12 or more points	None identified	★★★★★★
7 or more points (2-4 points each)	4 or more points (2 or 3 points each)	2 or more points	4 or more points	4 or more points (2 or 3 points on each)	10 or more points	1 identified subgroup maximum	★★★★★
9 or more points		2 or more points	3 or more points	3 or more points	7 or more points	Could have multiple identified subgroups	★★★★
6 or more points		1 or more points	2 or more points	2 or more points	5 or more points	Could have multiple identified subgroups	★★★
3 or more points (1 point each)	2 or more points (1 point each)	1 or more points	1 or more points	2 or more points	5 or more points	Could have multiple identified subgroups	★

Example: California Profile with Filter Approach

Indicator	Data Used for Status	Data Used for Change
Academic: Grades three through eight and grade eleven	Average Distance from Standard (DFS)* for 2023 Summative Assessments** for English language arts/literacy and mathematics	2023 Average DFS minus 2022 Average DFS
Chronic Absenteeism: Kindergarten through grade eight	2022–23 Chronic Absenteeism Rate	2022–23 Chronic Absenteeism Rate minus 2021–22 Chronic Absenteeism Rate
College/Career: Grades nine through twelve	“Prepared” graduates in 2022–23 combined four- and five-year graduation rate	Not Applicable for 2023
English Learner Progress: Grades one through twelve	2021–22 and 2022–23 Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC Results	Current Year English Learner Progress Indicator (ELPI) Status Rate (2021–22 and 2022–23) minus Prior Year ELPI Status Rate (2020–21 and 2021–22)
Graduation Rate: Grades nine through twelve	2022–23 combined four- and five-year graduation rate	2022–23 combined four- and five-year graduation rate minus 2021–22 combined four- and five-year graduation rate
Suspension Rate: Kindergarten through grade twelve	2022–23 Suspension Rate	2022–23 Suspension Rate minus 2021–22 Suspension Rate

* DFS calculations include incorporation of the participation rate when the federal 95 percent participation rate target is not met.

** Summative Assessments include both the Smarter Balanced Summative Assessments and California Alternate Assessments.

California has 6 indicators for which they calculate both status and change.

CA Uses a Table with Status & Change to Identify Performance Level (or Color) by Indicator

Performance calculations are done for each state measure and intersect on a five-by-five table. The table layout and color placement vary for each measure. In the five-by-five table, current year data levels are displayed in the left column, while the levels for the difference between current year and prior year data are displayed in the top row. The performance level, or color, is determined by the point at which these two levels intersect. Colors range from red, which represents the lowest performance level, to blue, which represents the highest performance level.

Change

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange

Status

<https://www.cde.ca.gov/ta/ac/cm/documents/howcolorsdetermined23.pdf>

CA Results are Presented by Indicator and not Combined in the Dashboard

Eleven Measures of School Success

State Measures

Six state measures allow for comparisons across schools and districts.

- Academic Performance
- Chronic Absenteeism
- College/Career Readiness
- English Learner Progress
- High School Graduation Rate
- Suspension Rate

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

For the 2023 Dashboard, schools and districts receive one of five performance levels for each eligible state measure except for College/Career Readiness. The performance levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.



Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher assignments, safe and clean buildings, instructional materials for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety, connection to the school
- **Parent Involvement and Family Engagement**
- **Access to Courses**

Districts receive one of **three** ratings for each of the local measures:

- Met
- Not Met
- Not Met For Two or More Years

School and student group information is not available for local measures.

<https://www.cde.ca.gov/ta/ac/cm/documents/gettingknowdashboard23.pdf>

Schools are identified for CSI based on low grad rate (for high school) or a filtering system to get to at least 5% (e.g., Criterion 1 = all red indicators; Criterion 2 = all red except one of another color; etc.)

Example: New York Filtering Approach

Elementary/Middle	High School
Weighted Average Achievement	Weighted Average Achievement
Core Subject Performance	Core Subject Performance
English Language Proficiency	English Language Proficiency
Attendance	Attendance
Student Growth	Graduation Rate
	College, Career, and Civic Readiness

For each of these indicators, every school earns a score of “1” to “4.” Schools get a score for all students and for subgroups.

<https://www.nysed.gov/accountability/essa-accountability-system>

The table below will be used to identify elementary and middle schools for CSI:

Scenarios	Weighted	Core	Growth	ELP	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	Level 1 or 2 or None
3	Level 1	Level 1	Level 2	Either Level 2	

Use the table below to identify high schools for CSI:

Scenarios	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		
3	Level 1 or 2	Either Level 1		Level 1 or 2 or None	Level 1 or 2	Level 1 or 2

<https://www.nysed.gov/sites/default/files/programs/essa/nys-essa-plan-2025-2026-school-year-reimagine-phase-12-4-2024.pdf>

Filter approach:

Beginning with the lowest numbered scenario, the Department will determine the lowest performing 5%. The Department will continue to determine lowest performing schools in scenario order from lowest to highest until it reaches the scenario in which the identification of schools within that scenario results in the identification of at least the lowest performing 5% of Title I schools in the State (i.e., 5% of elementary/middle schools and 5% of high schools). Any non-Title I school that meets the criteria used to identify Title I schools will also be determined as lowest performing.

All schools are classified into one of three categories: In good standing, CSI, or TSI.

Profile Approach Pros & Cons

Pros:

- Can make it more difficult to rank or sort schools based on one number (e.g., index value) because the indicators are not combined.
- Can allow a state to set policy priorities reflected in the required indicator levels, combinations, or decision rules.
- Can make it easier to explain why the bottom 5% were identified.

Cons:

- Can be a little more difficult to explain or understand beyond the bottom 5% if there is a complex set of rules.

Filtering Approach Pros & Cons

- **Cons:** The first filter (or scenario) applied may ‘fill up the bucket’ so that a school might be very similar to a school identified for CSI, but not be identified (e.g., Level 2 on weighted average achievement vs. Level 1, but every other indicator the same).
- **Pros:** Allows the state to prioritize one or more indicators as the ‘highest priority’ for filtering or selecting schools most urgently in need of support and intervention based on their policy priorities if the bucket is not all filled in the first step.

Questions



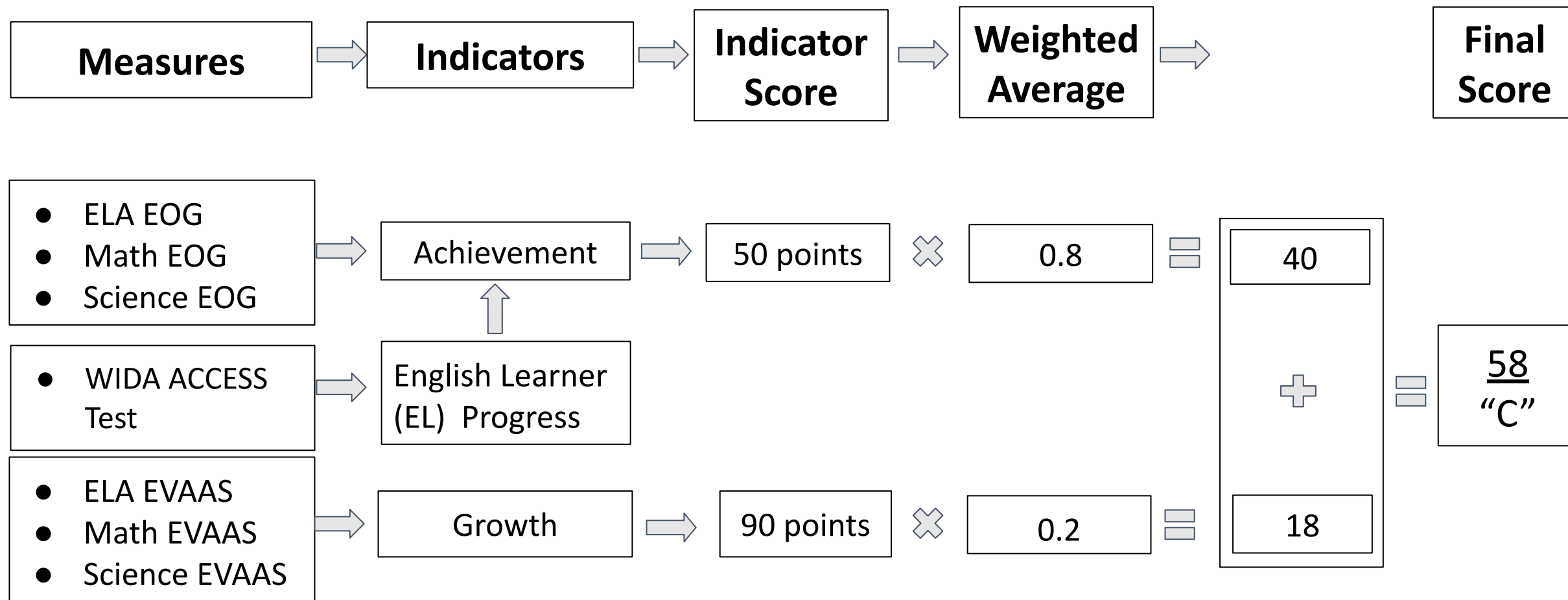
What is the Current Grade Approach in NC?

North Carolina currently uses a ***compensatory approach*** where a formula is used to calculate each school's performance score. That score is then used to assign a single letter grade (A-F) to the school.

Under the current formula :

- Achievement is 80%
- Growth is 20%

Calculating the Aggregated Accountability Score in NC



In Task Force Meeting 2 (April 2026), A Survey Collected Concerns about Current System

- ***Single Letter Grade System (A-F).*** North Carolina assigns each school one A-F letter grade based on its accountability score.
 - **Options:** keep, revise, remove
- ***Percentage of Schools Identified as D or F.*** In 2021-22, 42.3% of NC schools received a D or F school performance grade.
 - **Options:** too little, too much, about right
- ***Indicator Weight for Achievement.*** The current NC formula weights the achievement composite at 80% (growth makes up the remaining 20%).
 - **Options:** too little, too much, about right

Table 3. Ratings for System Design Questions

Response	Single Letter Grade System (A–F)	Percentage of Schools Received a D or F	Indicator Weight for Achievement (80%)
Revise	14	—	—
Remove	4	—	—
Too high	—	16	16
About right	—	1	1
Too low	—	1	1
Total responses	18	18	18

What Are Concerns about the Current System?

1. The A-F school letter grade system is over-identifying D and F schools.
2. The current way the indicators/measures are combined and weighted (**80% achievement and 20% growth**) is not reflective of broader policy goals and instead systematically disadvantages schools with larger populations of low-performing students and doesn't adequately recognize the school's contribution to student growth.

Other? Based on the earlier discussion about the challenges of the current system of support, take a couple minutes to brainstorm other concerns you have about the current ways the indicators/measures are combined or used to identify schools. Then we will ask you to share out.

Task Force Initial Thoughts about Aggregation Approaches (June 2026)

- The Task Force reached a consensus directing the Working Group to further explore the **profile approach**.
- The Working Group will bring back another round of information to inform a **continued conversation between the profile and compensatory approaches**.
- This information should **address two questions**:
 1. How each approach might address concerns raised about the current system?
 2. How each approach might operate across elementary, middle, and high schools?

Questions



Overview of Working Group Discussions

How we approached aggregation with the working group

1. **Reviewed candidate indicators and measures** for the next generation accountability system.
2. **Applied the compensatory / index aggregation approach to those indicators and measures** to see if there was agreement related to *Task Force Question 1: How would this approach work across elementary, middle, and high schools.*
3. Then discussed *Task Force Question 2: How would this approach handle the concerns raised about the current system.*
4. Repeated that process for the **profile / filter aggregation approach.**
5. **Asked for any final suggestions** to send to the Task Force related to aggregation.

Overarching Themes from WG Discussion

Themes are summarized in the [working group meeting 4 summary](#)

- **Over-Identification:** 31% D/F isn't credible; high schools are under-identified relative to elementary/middle
- **Weighting:** 80/20 growth/achievement was seen as rewarding student background over school contribution
- **Unintended Consequences:** Letter grades affect enrollment, staffing & community trust beyond identification
- **Evidence:** Model any approach against real data before adopting it
- **Preferred Approach:** A clear lean toward profiles; a minority preferring a compensatory index for its communicability, and several proposing a combination (index for identification, indicator-level results reported separately)
- **Common Ground:** No school should be reduced to one number

Overview of Compensatory / Index Aggregation Discussions

- **Elementary/Middle:** Weight growth equal to or above achievement
- **High School:** Graduation and postsecondary readiness carried the most weight, followed by achievement, then growth; members viewed postsecondary readiness as the system's ultimate goal and noted that HS growth reflects only a narrow slice of students and teachers
- **EL Progress:** Retained, but weighted well below achievement & growth in all grade spans; it currently sits within achievement, and groups differed on whether to break it out as a separate indicator or leave it there
- **School Quality (SQSS):** Limited, conditional support (outside of postsecondary readiness in HS)
- **Advantage:** Easier to communicate than a profile approach (i.e., the public understands letter grades)
- **Drawback:** A single score/letter grade masks important information carried by individual indicators
- **Next Step:** Test weights and approaches empirically against prior years' accountability data to see how school ID varies

Overview of Profile / Filter Aggregation Discussions

- **Indicators:** Achievement, growth, and EL Progress at both spans, plus graduation & postsecondary readiness at HS
- **School Quality (SQSS):** Dropped here; groups willing to give these measures a small share of an index would not give them parity with achievement and growth, since a profile treats every indicator as equal
- **Advantage:** No single score is reported; indicator results stay visible and identification is explainable
- **Drawback:** Harder to communicate than an index
- **Next Step:** Test profile scenarios empirically against prior years' accountability data to see how school ID varies

Reflections on Aggregation

What are your questions, thoughts, and perspectives on what the Working Group did?

Directing Working Group Work

Based on all we've talked about today, where do you want the Working Group to invest their final meeting conversation?

- reporting categories
- school identification
- aggregation approaches (weights)
- other?

4.5. Wrap-Up & Next Steps

Month	Task Force	Working Group
Feb	Meeting 1 (Feb 19): Theory of Action	
Apr	Meeting 2 (Apr 16): Feedback on Theory of Action, Design Principles, Priorities for Working Group (Indicators, Measures, System Features)	Kickoff Meeting (April 29, 10am-noon, virtual): Review Task Force Theory of Action, Design Principles, and Priorities for Working Group
May		Meeting 1 (May 13, 9am-3:30pm, in-person): Indicator Cluster 1 –Achievement, Growth, & Extended Graduation Rate
June	Meeting 3 (June 18, 2-5pm, virtual): Discuss Indicator Cluster 1 ; Priorities for aggregation methods	Meeting 2 (June 10, 1-5pm, virtual): Indicator Cluster 2 –Postsecondary Readiness, Performance in Coursework, and Access to and Enrollment in Rigorous Coursework
July		Meeting 3 (July 22, 9am-3:30pm, in-person): Indicator Cluster 3 –Engagement in Schooling, School Climate, and Non-academic Supports for Student Success
Aug	Meeting 4 (Aug. 20, 1-5pm , virtual): Discuss aggregation methods, reporting categories & school identification	Meeting 4 (Aug 12, 1-5pm, virtual): Aggregation methods
Sept	Meeting 5 (Sept 21, 9:30-3:30pm, in-person): Discuss Indicator Clusters 2-3 and any other indicators/measures	Meeting 5 (Sept 9, 1-5pm, virtual): Reporting Categories & School Identifications
Oct	Meeting 6 (Oct 15, 9:30-3:30pm, in-person): Discuss reporting categories & school identifications; Other topics TBD	Notice the updates to the Task Force meeting schedule.
Dec	Meeting 7 (Dec 17, 2-5pm, virtual): Feedback on draft report	



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